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MAHPER NEWSLETTER

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Montana Association for Health, Physical Education and Recreation

WINTER, '77

PRESIDENT'S MESSAGE
by
John Dayries, President

A VIABLE AND MORE RESPONSIVE MAHPER

As my term in office as MAHPER President begins I would like to share with you some of my thoughts regarding the association. Prior to those comments it should be stated that the membership in our association is the largest in our history. As of November 15 we had approximately 200 paid members. A large portion of that new membership is made up of students most of which attended the recently held state conference in Bozeman. That convention was attended by about 190 conferees in what proved to be a most successful conference. The facilities were excellent, the program practical and stimulating and the MSU physical education faculty were superb hosts. To Past-President Kreighbaum, my thanks and congratulations for a job well done.

Now for my thoughts regarding the association. Even though the Association is healthy in terms of membership and financial condition much remains to be done. In my judgement, for our Association to prosper two things must be done. First we must provide service to those field personnel who engage in health, physical education and recreation. This service should include workshops, curriculum ideas and materials, demonstrations, program evaluation and recommendations for needed improvement and organizational support in the form of position papers from the association. Secondly, not only must we provide service we whould also recognize those who are, and have been providing outstanding service. There are many superb teachers, programs and students of health, physical education and recreation in our state. Moreover, there are numerous laymen, legislators, and other persons who have supported our efforts. We, therefore, need to recognize that service by providing honor and service awards at our annual state convention.

During my tenure in office I plan to implement with Executive Board approval, the ideas just presented. Obviously, I will not be able to accomplish all of my desires but I will make a serious start. With your support and efforts we can take a giant stride toward the improvement of our association. Much needs to be done and we have the collective talent and wisdom to develop a viable and more responsibe MAHPER.

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AAHPER Establishes Center for
Providing Direct Information Services

Persons working with the impaired, disabled and handicapped are alerted to a new direct information service now provided by the Information and Research Utilization Center (IRUC) based at AAHPER headquarters in Washington, D. C.

Expansion from a referral service to a direct information service establishes the IRUC Center as the most comprehensive resource for groups and individuals seeking information on physical education and recreation for the handicapped.

IRUC is operated through the Unit on Physical Education and Recreation for the Handicapped of the American Alliance for Health, Physical Education and Recreation. Julian Stein directs both IRUC and the Unit.

IRUC has just completed three years of operation as a demonstration project supported by the Bureau of Education for the Handicapped, U. S. Office of Education, Department of Health, Education and Welfare. A major purpose of this project was to collect, review, package, develop and distribute information and materials about physical education, recreation and related areas for impaired, disabled and handicapped persons

Under an additional one-year contract from the Bureau of Education for the Handicapped, IRUC will refine the system and test ways to become self-supporting. The following services are now available:

Standing Order Plan - a simple method by which individuals or groups can receive on a monthly basis the latest information about physical education, recreation, sports, and related activity opportunities for impaired, disabled, and handicapped individuals.

Special Group Standing Order Plan - a method by which various organizations, libraries, colleges and associations can receive on a monthly basis the latest state of the art information about physical education, recreation and related areas for person with various handicapping conditions, as well as in-depth information about problem areas, current issues, and priorities of personnel in the field.

Publications - various books, guides, information sheets, bibliographies, updates, abstracts, and reprint services are available at varying costs.

Customized Services - IRUC staff can make special searches of titles, libraries, and other sources to provide in-depth information about a specific topic.

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WORKSHOPS AND CONFERENCES

Minnesota National Conference on Elementary Physical Education

"Personalized Physical Education" is the theme for a national conference on elementary physical education to be held in Brainerd Minn., July 13-17, 1977. Emphasis will be on experiential sessions conducted by nationally recognized leaders.

There will also be a variety of mini-sessions--discussions, lectures, demonstrations and participation. Outstanding programs throughout the United States and Canada will be featured.

The conference is being developed by the Minnesota Department of Education, Bemidji State University, Minnesota Elementary Physical Education Steering Committee, Brainerd Public Schools, AAHPER and MAHPER.

Two (2) graduate or undergraduate college credits are being offered by Bemidji State University.

Cost: $55.00, which includes four (4) meals and materials. Cost for college credits and lodging are additional. Registration is on a first come, first served basis. For further information and registration materials contact George Hanson, Assistant Supervisor, Health and Physical Education, Minnesota Dept. of Education, 550 Cedar Street, St. Paul, MN. 55101, phone 612-296-6943 or Willis Stittsworth, Education Arts Building, Bemidji State University, Bemidji, MN. 56601, phone 218-755-2777.

* *

NATIONAL GOLF FOUNDATION -- N E W S R E L E A S E

1977 Seminars for Teachers and Coaches

Don A. Rossi, Executive Director of the National Golf Foundation takes great pleasure in announcing the Foundation's 1977 Seminars for Teachers and Coaches.

Three summer programs are scheduled. June 26-July 1 mark the dates for the beginning and advanced level session to be held at Singing Hills Country Club and Lodge, El Cajon, California; a program for beginning level teachers and coaches will be held July 17-22 at Hueston Woods Lodge, College Corner, Ohio; those at an advanced level are invited to participate in the July 31-August 5 program at Pine Needles Lodge and Country Club, Southern Pines, North Carolina.

NGF Seminars for Teachers and Coaches are five-day in-depth sessions covering all aspects of golf instruction and coaching. Topics will include error correction, class and team organization, and basic skill instruction all presented in a lecture-demonstration format. Personal skill improvement as it relates to instruction will also be emphasized. Academic credit will be available at each site.

The NGF urges all teachers, coaches and golf professionals who are intent upon developing their teaching skills to attend. Brochure and registration applications may be obtained by writing the National Golf Foundation, 200 Castlewood Drive, North Palm Beach, Florida 33408.

PHYSICAL EDUCATION AMONG THE FIRST AMERICANS

(Reprint from Louisiana Association for HPER Journal)

by
Michael P. Reidy

American Indian history has had attention in recent books and films; something now is generally known of the price the Indians paid for white settlement. Few of us, however, know much about the Indian culture disrupted by the white invasion. The Indian tribes had, for instance, their own well developed system of physical education; and these had a long history. Athletics has also made at least one significant contribution to the Indian cause in modern times.

During the period of white settlement and expansion, Indians were driven to the poorest land, deprived of livelihood, and compelled to new ways of life. The once strong and proud race was forced into poverty, disease, and subjection. The Indian form of family life was discouraged and in many cases broken up. Young Indian men were forced to live in inadequate boarding schools away from the reservations. Usually, the school's staff was inferior, the food poor, and the young men overworked. After a few years the students were returned to the reservations ill prepared for the life there.

Higher education was almost non-existent. However, in 1879 Captain R. H. Pratt founded the Carlisle Indian School in Carlisle, Pennsylvania. Indians of high school age were taken from their reservations and sent there to study from four to eight years. The idea was to change their tribal habits and prepare them vocationally to fit into white civilization.*

In the early 1900's Carlisle grew famous as an athletic power, due primarily to the physical prowess of Jim Thorpe. In 1912, Thorpe won both the Pentathlon and the Decathlon events in the Stockholm, Sweden Olympic games, scoring 8,412 points out of a possible 10,000 in the decathlon, which is still considered the severest of all athletic contests. As a result of his accomplishments, Thorpe was recognized as the greatest all-round athlete in the world.

His chances for immortality as an Olympic champion were thwarted when the Amateur Athletic Union was informed that he had played professional baseball in North Carolina during the summer months of 1909 and 1910. Thrope was stripped of all his trophies and medals and debarred as an amateur by the A.A.U. His name was stricken from the record books. The fact of his athletic achievement could not, however, be stricken from the world's memory.

For the next fourteen years he played professional baseball and football. According to leading sports writers, the end of his career was the end of a dynasty. One wrote that "All history, ancient and modern, never produced his athletic equal. He was an all-round performer who could compete with the champions in any game without a long period of specializing." Through athletics, Thrope won more respect for his Indian heritage than had been gained by any other single influence in modern time. The achievement was appropriate: American Indians had a long tradition of enthusiasm for athletics.

Although the history of physical education among the Indians had begun in the Stone Age, when the spear was used for hunting and defense, almost the only formal instruction for Indian youths took place in small groups led by elders who acquainted

their students with tribal taboos and secrets. Otherwise, children were usually educated by their parents in thier own homes.

Since the family was thus the primary center of education in many tribes, the man of the Indian household might be considered America's first physical educator. Tribes in the South, such as the Natches, had a master of gymnastics to look after the physical development of their youth. Some of the skills he taught were running, throwing, wrestling, boxing, rowing, swimming, fishing, hunting, and hurling the spear. The best runners of a tribe were useful in both peace and war as couriers and advance scouts. Races of various distances were even a part of certain tribal rites. In some tribes in which racing was very popular, an oval running track was maintained outside the village.

Much of the training of the Indian boy from his earliest years was geared to a future warrior. Feats of strength and endurance were held in high esteem by the Indians, whose appreciation of physical powers and a strong body likens them to the ancient Greeks. An Indian boy's first lesson in life was endurance, which was learned while strapped to a cradle-board made less uncomfortable by soft buckskin. Once a day the baby was allowed to play freely upon a blanket.

The difference in treatment between the sexes was marked. A boy had his training and a girl her duties. As soon as she was able, she would carry wood, water, and often an infant on her back. Her responsibilities increased as she matured, and she was taught never to complain.

Boys, on the other hand, were allowed to run freely and were rarely punished for disobedience or insubordination. It was thought unwise to inflict pain as punishment on an individual who might in later years be a mighty warrior; consequently, the usual chastisement was a dunking in the river.

An activity esteemed by the Indians more than any other and related to physical education, was the dance. Dancing held a special place in primitive society as a very serious and sacred action. The fact that dancing has survived the years when other forms of recreation have come and gone is the best testimony to its significance in primitive life. Many historians consider dance an instinctive demand of man, saying that "life is rhythm and dance is life itself." Primitive men do not usually seek physical development, health, or even pure recreation from dance, yet these are probably the chief benefits derived from it.

The leading forms of primitive dancing were the war dance and the religious dance, both involving pantomime. Each ceremonial dance had its appropriate steps, which were taken from nature. The same technique of pantomime or mimicry is seen today in elementary school classrooms. Children mimic such actions as the walk of the bear, the swaying of trees, and the leap of the frog. The aim of the Indian war dance was to intimidate the enemy spirit or get control of it and to insure the outcome of the conflict. Tribesmen would imitate physical and psychological actions which occurred in battle. The dance was also an exhibition of art and skill. Finally, it was a part of the Indian tradition of courtship, giving the opportunity to show physical "charm, grace, and endurance."

Religious dances were performed in sheltered areas set apart from the normal activities of the day. Each member of the tribe participated in what, in an instance, was an elaborate eleven day festival. Prayers would be offered to the god of the

rising sun at a designated tree stump sprinkled with meal by the high priest. Each tribesman would then carry a bowl of food to the river, dancing and praying as he went ultimately to empty the food into the river as an offering to the gods.

Games, too, were an important part of Indian life. (It is worth noting that many of the games played in primitive society have influenced today's physical education programs.)

The games played by the North American Indian may be divided into two groups: (1) games of dexterity and (2) games of chance; the games of chance may be further divided into (a) throwing dice to determine numbers and (b) guessing. These games were played by men and women, and by boys and girls.

*Editor's note: For an excellent review of the Carlisle Indian School and its athletic program read Jack Newcombe's The Best of the Athletic Boys.

* *

T H E S E A R C H I S O N pepi Physical Education Public Information

The AAHPER Pepi Board is searching each state to give recognition to the people in our profession who are actively promoting the image of physical education in their community.

We are asking you to submit your own project or a nomination to your State Pepi Coordinator so that our appreciation may be shown at the national convention or sent to your home.

AAHPER Convention
Seattle, March 25-29

Judith Gleason
Capital High School
100 Valley Drive
Helena, MT 59601

Physical Education Public Information

P E P I

National Association for Girls and Women in Sport

Ms. Diane Rietmann of Holley, New York is a senior in high school and a member of the varsity soccer team playing its first year of interscholastic competition. Her team reached the final game to play against the defending champions. With the score still tied at the end of a double overtime, Diane's team lost the game by one minute and forty seconds of penetration time.

She wrote to Kay Hutchcraft, NAGWS Executive Secretary, and introduced her creative work with the words:

> The day after our game I wrote a poem to describe the philosophy and feelings of our coach and our team. I feel it can be applied to anyone in the field of sports.

To each his own
And to each his faults
Yet together we shall strive for a better future.
For today is better than yesterday;
Not as good as it will be tomorrow.
But if we don't work together
All our anxieties and expectations
Will turn to sadness and sorrow.
And if ever there comes a time
When we are knocked down
Together, united we will pick ourselves up,
And we will strive to go on.
Together we will go on
And we will not quit.
We'll learn from our mistakes
And advance ourselves bit by bit.
And as we reach the top
We will not change
For we are not better than others;
And they are not lesser persons to us;
We are all equal.
And we must all work together,
Through the times; be they bad or good.
And together we shall work as one
Striving, reaching for all that is life's giving
And taking things as they come
Unless they be unfair;
Then we will work to change them.
Everyone will share in times of happiness,
And console each other in times of sorrow.
And we shall always remain friends
No matter where life takes us
For this is the key to our success!

TITLE IX SELF-INVENTORY
(Reprint from California HPER Times)

1. Are there any interscholastic athletic teams consisting of only one sex?
2. If the answer to question number one is "yes," are these teams formed on the basis of competitive skill and/or able to be classified as contact sports?
3. Are there any coeducational interscholastic athletic teams?
4. If the answer to question number three is "yes," is there evidence that the needs and abilities of both sexes are met by such a provision? (Note: If a school or league, etc. decides that anyone, regardless of sex, may try out for a team, and there is substantial interest on the part of females in that sport, but very few members of that sex have skill sufficient to be selected, the provision of the coed team would not be sufficient to meet the interests and abilities of both sexes.)
5. Does the existing athletic program adequately accommodate the interests and abilities of both sexes in type of sports and levels of competition offered? How was this determined?
6. Are students of one sex for whom overall athletic opportunities have been limited in the past permitted to try out for teams in non-contact sports offered only to the other sex?
7. Have the athletic interests and abilities of both sexes been assessed? If so, how was this done?
8. Are necessary and equitable athletic equipment and supplies provided for both male and female teams?
9. Are necessary and equitable athletic travel and per diem allowances provided for both male and female teams?
10. Are adequate opportunities to receive coaching and academic tutoring available to members of both sexes?
11. Is necessary and equitable access to locker rooms, practice areas, practice times and competitive facilities provided to both male and female teams?
12. Is necessary and equitable access to medical and training facilities and services provided to both male and female teams?
13. Is necessary and equitable publicity provided for both female and male teams?
14. Are the lengths of athletic seasons and/or number of games or contests the same for male and female teams in like sports?
15. Are opportunities to compete before and audience comparable?
16. Is necessary and equitable access to housing and dining facilities and services provided to both male and female teams?
17. Are rules regarding eligibility, medical examinations, scholastic averages, etc. the same for all athletes, regardless of sex?
18. Are support services provided on an equitable basis? (Note: This would include such items as pep rallies, appearance of the cheerleaders and/or the band at contests, provision of a coed letter club, etc.)
19. Are all by-laws, constitutions, policies, etc. of any interscholastic athletic association or league in which teams participate in compliance with Title IX guidelines?
20. Are all awards given in athletics comparable?
21. Are coaches assigned to teams based on ability and not sex?
22. Are employer-sponsored activities, including social and recreational programs, provided to members of both sexes?
23. Are salaries for the same or comparable jobs and the same or comparable responsibilities equal for men and women?

24. Is equitable funding available for both boys' and girls' sports programs?
25. Does equitable opportunity for and quality of uniforms exist for boys' and girls' teams?
26. Is officiating (including quality) equitable for both boys' and girls' competition?
27. Are staff development opportunities and in-service training equally available to men and women employees?
28. Are there impediments which would preclude immediate compliance to the Law? If so, can you justify the needed delay(s) and have you established a time line for their prompt elimination so as to comply with the July 21, 1978 deadline?

* *

Girls Participating in Contact Sports on Girls' Teams
(Reprint from Journal of the American Medical Association)

The classification "contact sports" includes sports that involve minimal frequency and force of body contact (ie, basketball), as well as those that involve maximal frequency and force (ie, football). Thus, contact sports vary tremendously in their potential for trauma. Basketball and girls' baseball, for example, are often classified as contact sports, but the contact in these sports is really much different in nature and much less in extent than the contact involved in ice hockey or football. Indeed, girls already participate and have participated for some time both in numbers and extent in a host of the less "physical" contact sports. The real issue concerns whether it is medically advisable for girls to participate in the more vigorous contact sports such as ice hockey and football.

It has already been established that there is no physiological reason to restrict women from such programs and many reasons to endorse and encourage such involvement. In essence, the limiting factor in making such a judgment becomes one of determining whether girls are more susceptible to injury because of their biological makeup than are boys who engage in similar activities. The frequency and severity of injuries to boys in contact sports such as football is known. If healthy girls are not likely to be injured more frequently or more severely than boys, restricting them from participating in such sports is not justified.

Fracture rate is useful severity index of the trauma potential of a specific sport. Unfortunately, valid data on sports injuries that would allow comparison of rates of injury between males and females is scant. Girls do experience more fractures than do men while skiing. The principal factors appear to be less strength, less skill, and lesser bone density. However, the gravity-assisted momentum generated while skiing downhill is a major contributing factor in these injuries. In contact sports such as football and ice hockey, there is no gravity-assisted momentum. Thus, girls with their lesser muscle-mass (than boys) in relation to proportionate body size will not generate the same momentum, and potential trauma forces on body contact will be much less. The lesser muscle mass of girls makes it unlikely that they would experience as many fractures as do boys.

This issue parallels one that developed in the recent past regarding the advisability of preadolescent boys playing tackle football. They, too, had lesser muscle-mass and bone density than more skeletally mature youths. Medical authorities had every reason to believe that such youths would experience an increased rate of fracture and more serious fractures of the epiphyseal plate (secondary growth centers) of the long bones. This concern was largely dispelled by a study of more than 5,000 youths that showed that fractures were rare in these youths and that epiphyseal fractures were even more infrequent. Apparently, these youths lacked the aggressiveness or strength necessary to deliver a blow sufficient in force to cause a fracture. A similar situation obtains for girls who participate in contact sports.

The Committee on the Medical Aspects of Sports maintains that it is very unlikely that girls competing in contact sports will sustain more injuries than boys engaged in similar activities, and they could conceivably suffer fewer injuries because of their more limited strength to generate momentum.

The other feature of contact sports for girls that makes considerations different than those in the same sports for boys is the protective equipment required. Since breast tissue is susceptible to injury in contact and noncontact sports, appropriate and adequate protection should be provided and its use encouraged.

Thus, the Committee on the Medical Aspects of Sports on medical considerations endorses the concept of contact sports for girls, on girls' teams, when they are provided the same safeguards that apply to boys' contact sports programs, namely, an annual medical examination, adequate conditioning, proper coaching, capable officiating, and proper equipment and facilities.

* *

Girls Competing in Contact Sports on Boys' Teams
(Reprint from Journal of the American Medical Association)

Here the Committee will confine its remarks to the vigorous contact sports such as football and ice hockey, where the frequency and severity of collision forces is substantial.

Since girls are at a distinct disadvantage to boys in such sports because of their lesser muscle-mass per unit of body weight and bone density, it is advisable on medical grounds that they not participate in such programs. The differential between the weight of boys and girls opposing each other would be substantial. Even if competitors are matched according to weight, girls are still exposed to potentially greater injury, since the ratio of adipose tissue to lean-body weight varies considerably between the two sexes, to the disadvantage of girls. Therefore the Committee is opposed to contact sports such as football and ice hockey for girls on boys' teams, because of the medical issue involved: such participation with its inordinate injury risk jeopardizes the health and safety of the female athlete and out-weighs the benefits of such participation.

* *

PRIORITY NUMBER ONE IN PHYSICAL EDUCATION

Dr. Robert Schwarzkopf
Montana State University

What is the most important outcome of physical education in the "educational process"? In an age of priorities, this is more than a rhetorical question. Many candidates for an answer can be suggested: physical fitness, sportsmanship, rules and strategies of sports and games, and so the list grows. I believe one other outcome of physical education is most important. Every child should - even must - develop a desire to pursue at least one form of active recreation that can be continued throughout life for the purpose of maintaining physical fitness.

But why? Isn't the old definition of physical fitness applicable (enough fitness to make it through the day with a little left over)? An emphatic NO! When such a large percentage of the adult population can but push their way through the day on their backside, the level of fitness cannot be high enough. The consequences are obvious: the bounce in America's step has turned to a "jiggle" and the obituary statisticians figure of 53% of deaths due to cardiovascular disease is mute testimony to the need for activities that will maintain fitness throughout life.

Exercise programs for adults have met with little success. The survey by the President's Council on Physical Fitness found an embarrassing few adults that do anything physical other than walking (and little of that you can bet). This points out one valid reason for beginning to establish habits at an early age. Two other compelling reasons have surfaced from research.

1. Hyperplasia of fat cells from birth to adolescence is typically associated with inactivity (2). If allowed, the child will most likely become another obese adult (1,4,5).

2. Degenerative changes in the cardiovascular system resulting in cardiovascular disease later in life begins much earlier (6). These changes are highly associated with our typical high fat diet and inadequate exercise patterns (3).

I believe we as physical educators have not sufficiently met our primary obligation to students - to provide them with a means of leading a healthier life. We now know that exercise is not just for children, nor is it a valueless extravagance in our day. Let us all become better salespersons for a vastly undersold product - if we do not others will.

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Dr. Gary Nygaard
Department of HPER
University of Montana
Missoula, Montana 59812

Membership application cards and information requests should be directed to:

Eleanor Buzalsky
Bozeman High School
Bozeman, Montana 59715

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Bozeman, Montana 59715

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* Denotes Executive Board 1976-77

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*Executive Secretary Governor's Council for Physical Fitness, Recreation and Lifetime Sports	Clayton Linebarger	991 Phillips Road Helena, Montana 59601
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WHO MAKES THE DECISIONS ABOUT HEALTH EDUCATION LEARNING EXPERIENCES?

William J. Serdahely, Ph.D.
Montana State University

We asked nine student teachers in health education at the University of Wisconsin-Madison to give the same questionnaire to their students at the final class session of the student teaching experience. Questionnaires were received from 331 secondary students, i.e, students in grades seven through twelve. Each secondary student was asked to respond to the same four questions:

1. Did you choose the topics to be studied?

2. Did you choose how the topics were to be studied?

3. Did you choose when the topics were to be studied?

4. Did you choose the amount of time to study each topic?

The data for Questions 1-4 demonstrate that a majority of the students report never determining: 1) what topics are to be studied; 2) how the topics are to be studied; 3) when they are to be studied; or 4) how long they are to be studied.

The Chi Square One-Sample Test was calculated for each of the four questions. The data used for these computations came from the three categories, "Never," "Sometimes," and "Always." For each of the questions, there was a statistically significant difference at the .001 level between the observed and the expected number of responses.

The findings for Questions 1-4 strongly suggest that the decisions about the above four variables are being made more of the time (and, for the latter two variables, much more of the time) by the student teachers and faculty members than by the secondary students. (For Questions 1-4, notice that the highest percentage of students reporting that they "always" made these decisions is 6.0 percent, the figure given for Question 1.) In other words, the students seem to have little say about their learning experiences in these health education programs. The control of the learning experiences, as perceived by the students, rests primarily with the student teachers and the faculty members.

TABLE 1

THE NUMBER AND THE PERCENTAGES OF

RESPONSES OF 331 SECONDARY STUDENTS

Questions	Never	Sometimes	Always	No Response
1. Did you choose the topics to be studied?	178 53.8%	130 39.3%	20 6.0%	3 0.9%
2. Did you choose how the topics were to be studied?	192 58.0%	126 38.1%	11 3.3%	2 0.6%
3. Did you choose when the topics were to be studied?	262 79.2%	58 17.5%	6 1.8%	5 1.5%
4. Did you choose the amount of time to study each topic?	239 72.3%	77 23.2%	13 3.9%	2 0.6%